

ST. CHAD'S CATHOLIC PRIMARY SCHOOL

SPECIAL NEEDS POLICY

Reviewed Sept 2014

THE PHILOSOPHY OF THE ACCADEMY COMMITTEE AND STAFF OF ST. CHAD'S SCHOOL.

St. Matthew tells us that Christ said "Anyone who welcomes a little child like this in My Name welcomes Me". (Chap. 18 Verse 5).

Therefore we believe that the value of a child lies in the unique creation of each personality by God. Where all pupils are valued there is an ethos which celebrates diversity of experience, interests and achievements. Then the disabled, less able and able children are enriched by sharing their education.

Pupils of St. Chad's School with Special Educational Needs (SEN) share a common entitlement to a broad, balanced and appropriately differentiated curriculum with their peers. The school will seek to provide maximal opportunities for all children.

We will avoid attitudes which lead to low expectations and may result in poor achievements in SEN. children.

A successful whole school policy requires the concern, interest and involvement of all members of staff.

We do not see pupils with SEN as distinct from the majority of pupils. We recognise that all teachers have a responsibility for the education of all their pupils.

So we aim to enable all pupils to make the greatest possible progress. To this end we intend to keep a balance between the access of the child to the whole curriculum while tailoring our teaching approaches to allow for the particular needs of the child.

We will provide appropriate challenges in order to develop the intellectual capabilities of our special needs pupils.

Our commitment to equal opportunities will enable those pupils of St. Chad's School who have SEN to benefit from the religious, educational and social life of our school.

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BACKGROUND INFORMATION

St. Chad's Catholic Primary School is situated in Sedgley, in the Borough of Dudley, West Midlands. Our pupils come from a wide catchment area.

St Chad's is part of the St. John Bosco Catholic Academy, a converter academy, in partnership with St Joseph's Catholic Primary School and Bishop Milner Catholic College.

The John Bosco Catholic Academy is a Multi Academy Company (MAC) in accordance with agreement formulated between the Archdiocese of Birmingham and the Department of Education.

DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The Special Educational Needs Policy takes into account The Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2014, The Equality Act 2010, the policy of the Local Authority (LA) and the aims of the school as outlined in school documentation.

Definitions of Special Educational Needs (SEN)

The Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (2014) states:

(X111) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

(XIV) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post -16 institutions.

(XV) For children aged 2 or more, special educational provision is educational provision or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or relevant early years providers.

Identifying and assessing SEN for children whose first language is not English will be considered carefully. All aspects of a child's performance will be considered in order to identify whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

The Equality Act 2010 defines a disability as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.’

This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

The Equality Act 2010 requires that schools:

- Must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- Must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.

PRINCIPLES

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. Staff have high expectations of every pupil, including those with SEN.

We believe that all children are entitled to receive full access to a broad and balanced curriculum, designed to enable individuals to achieve their full potential.

The identification of SEN is built into the overall approach to monitoring progress and development of all pupils. This helps to ensure that special educational needs are identified as early as possible.

Class teachers, supported by the Senior Leadership Team, make regular assessment of progress for all pupils. These identify progress which:

- Is significantly slower than that of their peers from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress can be in areas other than attainment such as social needs.

ACADEMY COMMITTEE RESPONSIBILITIES

Each school within the St John Bosco Catholic Academy has an Academy Committee, whose responsibility it is to oversee daily operational matters.

The Academy Committee of St. Chad's School recognise that they have a duty to do their best to ensure that the necessary provision is made for any pupil who has special educational needs.

The Academy Committee will determine the school's general policy and approach to this provision. They will establish the appropriate staffing and funding arrangements in co-operation with the Principal.

They will maintain a general oversight of the school's work for children with SEN in co-operation with the Principal and the Special Needs Co-ordinator (SENCO)

The Academy Committee will report annually to parents on the success of the policy against its principles and objectives.

The Principal has overall responsibility for the implementation of the SEND Code of Practice. The SEN Academy Committee representative is Mrs P Hodgson

The Academy Committee will:

- ensure that the responsible person, the Principal, makes all staff who are likely to teach the pupil aware of those needs;
- make sure that the teachers in the school are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching;
- consult the LA, and the Governing Body / Academy Committee of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- make arrangements to allow pupils with SEN to join in the everyday activities of the school as far as is practical;
- take account of the SEND Code of Practice (2014) when carrying out their duties towards all pupils with SEN.
- Take into account the teaching and progress of children with SEN as a core part of the school performance management arrangements and professional development for all teaching and support staff.

THE ROLE OF THE SPECIAL NEEDS CO-ORDINATOR

The SENCO role is the specific responsibility of Marie Parry, who is a member of Dudley Learning Support Team. She is a qualified teacher, an experienced SENCO and, holds a Post Graduate Certificate in SENCO Studies from Birmingham University as required by the SEND Code of Practice 2014.

Additional qualifications: SPLD Specialist Teacher status; attended additional courses on ADD/ADHD; Attachment Disorders, Dyscalculia; Dyslexia; Autistic Spectrum Disorders, Nurture Groups, Gifted and Talented Children, Gifted and Talented in Maths, Coaching and Mentoring.

The SENCO regularly attends the SENCO Forum in order to keep up to date with local and national updates and changes relating to SEND.

The SENCOs role may include:

- Overseeing the day to day operation of the school's SEN policy and coordination of specific provision.
- Working with the Principal and SEN Academy Representative to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- Providing professional guidance to colleagues and advising on the graduated approach to providing SEN support
- Completing assessment and gathering evidence, in liaison with the class teacher, to apply for access arrangements for public examinations.
- Advising on the deployment of the school's notional budget and other resources to meet pupils' needs effectively.
- Overseeing the records of all children with SEN.
- Liaising with the children with SEN and their parents.
- Contributing to the in-service training of staff.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Being a key point of contact with external agencies, especially the local authority and its support services

Management

The monitoring and evaluation of SEN provision across the school is linked into the school's strategic management through:

- Overseeing and up-dating of records and IEPs
- Advising and liaising with colleagues in KS1 and KS2
- Liaising with the Principal and SEN Academy Representative.
- The SENCO is not a member of the Senior Leadership Team (SLT) but the Principal is the advocate of SEND at this level.

Admissions

Whilst LAs and schools can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child - or give the child a lower priority than other applicants - simply because the school considers that it cannot cater for his or her Special Educational Needs.

Admission arrangements in St. Chad's R.C. Primary School

The School follows the guidelines as set out by the Diocesan Education Service. Prior to admission, information will be sought from a variety of sources including Early Years Educational settings, parents, SEN records, external agencies, previous schools. Parents of pupils are given time to share information and concerns with the Principal.

FACILITIES AND PHYSICAL ACCESS

At St Chad's we welcome all children and do our best to ensure that appropriate provision can be made for them.

The school is a one-storey building. All external doors have ramped access.

The school has 2 disabled toilets and 2 showers with disabled access.

Adaptations (e.g. painted lines for the visually impaired) are in place.

Support materials and learning aids are to be found in each classroom and also in the large cupboard in the Welcome Room.

The St John Bosco Catholic Academy have an Accessibility Plan as required by the Equality Act 2010 and in line with statutory guidance by the Department for Education.

MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some children may also have SEN and may have a Statement / EHPC. In this case the SEND Code of Practice (2014) is followed.

The school has a clear policy relating to supporting pupils with medical conditions in line with statutory guidance released by the Department for Education in September 2014.

FUNDING

Schools have an amount identified within their overall budget, called the notional SEN budget. As part of its normal budget planning, the school will aim to provide the resources and support needed to support pupils with SEN.

Funding may be used to provide additional advice and support from specialist professionals.

Top up funding is available from the High Needs Block, in liaison with the school's case officer from the LA SEN Team, for children requiring over 20 hours of support.

IDENTIFICATION OF SEN

As a school we are aware of the importance of early identification, assessment and provision for any child who may have SEN.

Pupils are identified by class teacher and support staff observations, information from parents, current teaching records, regular assessments, and results from statutory tests.

Information may be received on admission from parents, pre-school units, specialist professionals or previous school.

Children enter Reception Class in the September term of the school year in which they reach 5 years of age. A baseline assessment is made during the first half-term.

The children are observed and assessed by their class teachers at every level of their school life. This information is recorded each term on the school's information system. Progress is reviewed regularly by the SENCO, teaching staff and the school leadership team. Concerns regarding progress are made known to the SENCO and the Principal when appropriate.

In addition the school carries out regular assessments as well as the following statutory tests:

- Year 1: Phonics Screening Check.
- End Key Stage 1 Statutory Assessments
- End of Key Stage 2 Statutory Assessments

Parents are informed at parent consultation evenings in the first instance. The SENCO is also informed. Initially, the needs of these pupils will be met by the school's differentiated curriculum and quality first teaching.

The staff at St. Chad's recognise that SEN is a whole school issue and aims to:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Support children in class, groups or individually. In class, support may include
 - ability grouping in subjects
 - Teaching Assistant support
 - use of parent helpers.
- Work with parents.
- Provide a common approach to behaviour.

- Make use of specialist equipment / resources.
- Act on the advice / support of specialised staff e.g. Speech Therapist, OT.

All curriculum policy documents include statements on meeting the needs of children with SEN.

THE GRADUATED APPROACH (ASSESS / PLAN/ DO / REVIEW CYCLE)

Triggers for SEN and initial intervention:

The teacher's or other's concerns underpinned by evidence about a child who, despite receiving differentiated learning opportunities and resources:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent social or emotional difficulties which are not improved by the school's usual behavioural management techniques
- has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- has communication and / or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Referral for additional assessment by SENCO.

The SENCO gathers information from the teaching staff involved. An assessment of the pupil is undertaken to assess the nature of the need and the severity. The class teacher and / or SENCO meet with parents who may provide further information.

Teachers referring a pupil to the SENCO may provide samples of work and observations on behaviour and learning difficulties.

The SENCO may assess a child using:-

- Miscue Analysis based upon the child's scheme reading book.
- The Diagnostic Reading Test (DRA) an assessment of reading in context and comprehension.
- The Wide Range Achievement Test (WRAT) an assessment of Single word reading
- The Single Word Spelling Test (SWST)
- Reading and Spelling of High and Medium Frequency words. (Letters and Sounds)
- Phonic Progression Test (Letters and Sounds)
- The Phonological Assessment Battery (PhAB1) an assessment of phonological processing.
- Observation of handwriting skills and free writing.
- KBit 1 an assessment of cognitive ability

- KBit 2 an assessment of expressive language
- The British Picture Vocabulary Scale (BPVS) as assessment of receptive language.
- Various qualitative tasks to assess visual memory, auditory memory as well as visual and auditory discrimination.

Also available are the following:-

- Class teacher ongoing assessments and observations
- Phonics Screening Check results (Year 1)
- Literacy and Numeracy Tests
- Statutory assessment results.

Planning

The class teacher writes an Individual Education Plan (IEP) in liaison with the SENCO. IEPs are shared with parents, support staff and other outside professionals as appropriate. Pupils will be encouraged to be involved with this process as much as possible depending upon their age and understanding.

Provision

Pupils continue to receive a differentiated curriculum and, in addition, small group and / or 1 to 1 TA support.

Teaching and tasks are adapted to take account of pupils learning style, strengths, weaknesses and learning gaps.

Additional or different activities or tasks may be provided.

Review:

Pupil progress is assessed against the targets set on the IEP. After liaison between the SENCO, Class Teacher, Teaching Assistant, parent(s) and pupil, the following actions may be taken:

- The pupil may no longer need SEN intervention.
- The pupil may continue to receive SEN support with a new IEP adapted to meet their specific needs and targets.
- A specialist professional from an outside agency may be consulted if a child continues to make less than expected progress within their area of need.
- In cases of severe need a request for an Education and Health Care Plan (EHCP) may be made.

The SENCO holds SEN paperwork in named folders centrally.

Copies of Individual Education Plans (IEPs) and their reviews are supplied to Class Teachers and Teaching Assistants. Each Class Teacher has a yellow file containing IEPs for their children with SEN, together with information on special needs as appropriate. These plans are monitored by School SENCO at termly intervals, or 2 times per year. IEP's are also available for staff to access on the shared area on the computer network.

Parents are invited to review meetings. Meetings may take place at parents' evenings where a special appointment is made for parents to discuss IEP's with the SENCO. For pupils who have additional outside professionals involved, meetings are generally arranged in school time.

Every effort is made to provide cover in order to allow Class Teachers and / or Teaching Assistants to take part in reviews. If they are unable to attend feedback is given to them by the SENCO.

If a child has been referred for an Education and Health Care Plan (EHPC) a record of the school's work with the child is made available to the LA by the SENCO and Principal.

Information at each stage is recorded on IEPs and / or the school's information system.

Regular liaison takes place between the SENCO, Class Teacher and Teaching Assistants to discuss any child who has SEN or who is of concern.

The '**Assess, Plan, Do Review**' cycle will continue, adapting the intervention, support and resources provided to the specific needs of the child.

The full range of support provided by the school is published on the school website in line with the SEND Code of Practice 2014 and the Children and Families Act 2014.

TRANSITION ARRANGEMENTS

If a child has received any level of SEN support, all the documentation concerning the school's intervention is transferred to the receiving school.

In the case of Year 6 pupils, SENCOs from Secondary Schools visit the school to discuss the needs of the SEN pupils.

For pupils with an Education and Health Care Plan (EHPC) a transition review will take the place of the annual review in Year 5, or early Year 6 to indicate the provision that will be needed in the future.

INCLUSION

All Pupils with SEN play a full part in the daily life of the school and are encouraged to join in all activities.

St. Chad's is committed to the inclusion of all pupils with SEN and endeavours to achieve the maximum support possible in order that each individual receives the specialist provision that he or she requires.

Pupils who have SEN should be supported wherever necessary to achieve full access to the whole-school curriculum. This will be facilitated through the use of skilled staff, specialist equipment and resources.

Principles of inclusive education:

- Inclusion is a process by which schools, LAs and others develop their cultures, policies and practices to include pupils.
- With the right training, strategies and support nearly all children with SEN can be successfully included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the views of parents and children.
- The interests of all pupils must be safeguarded.
- Schools, LAs and others should seek to remove barriers to learning and participation.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every child all of the time. Equally just because mainstream education may not be right at a particular stage, it does not prevent the child from being included successfully at a later stage.

It is the aim of St. Chad's R. C. Primary School to provide a secure and encouraging environment for all children irrespective of culture, gender or ability. It is our aim for all pupils to join in the activities of the school. We adhere to the principles of inclusion which are intrinsic throughout this SEN policy

PARTNERSHIPS

Parents and pupils:

Procedures for working in partnership with parents include:

As a School we operate an open school policy where parents are encouraged to request the opportunity for informal discussion or a more organised meeting.

A good relationship with parents is promoted by:

- Parents' evenings;
- informative letters to parents from the Principal;
- invitations to parents to attend reviews.

The teachers at St. Chad's School believe that parents of children with SEN have a vital role to play in the education of their children.

The SEND Code of Practice 2014 describes the knowledge, views and experiences of parents of children with special needs as a vital element in their education.

In addition, Section 19 of the Children a Families Act 2014 states that regard must be given to:

- The views, wishes and feelings of children and the child's parents.
- The importance of the child and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child, and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

We value parents as our partners in the enterprise of special provision and aim to develop a positive relationship with them.

We believe the parents should be able to discuss their concerns with the Class Teacher or the SENCO

We aim to keep the parents informed of the provision made for their children and welcome them to review meetings about their child's progress as part of parents' evenings or by specific invitation.

Parents are viewed as partners in their child's education and are kept fully informed. Staff work to assist parents to:-

- Understand the SEN framework within the school
- Be fully informed of the school-based response to their child's SEN
- Have knowledge of their child's entitlement within the SEN Code of Practice 2014.
- Make their views known.
- Have access to information, advice and support.
- Recognise and fulfil their responsibilities.

Pupils are encouraged to participate in the SEN process as much as their age and understanding allows.

Complaints procedures

If a parent is not satisfied with the special educational needs arrangements for their child the teacher should be contacted in the first instance. The SENCO will be informed. If a satisfactory outcome is not achieved a meeting between the parent, teacher and SENCO will be arranged at a mutually agreed time. On some occasions the Principal may need to become involved.

Parents are made aware that SENDIAS that can play an important role in preventing disagreements.

If no solution can be found parents are advised to contact the Academy Committee.

SENDIASS: Dudley Special Educational Needs and Disability Information, Advice and Support Service (Formally Dudley Parent Partnership Service)

Saltwells Education Centre, Bowling Green Road, Netherton

Dudley, DY2 9LY

Tel: 01384 236677

Service Manager: Victoria Townsend

This service provides a range of information from education law to related law on disability, health and social care to help parents, children and young people in making informed choices which enable them to play an active role in relation to educational decisions. The service offers casework support, support in meetings, and training and development seminars throughout the year. The service works with nursery, primary and secondary schools, academies and post 16 settings to promote positive engagement with parents, children and young people. An EHPC is not needed in order to access this service.

www.dudley.gov.uk/dudleysendiass

External Support Agencies:

The School is supported by representatives from:-

- Learning Support Service
- Education Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physical and Sensory Service
- Parent Partnership
- Statements Office (Case Officer)
- Physiotherapy
- Social Services
- Special Schools
- Sycamore Behavioural Outreach Team
- Autism Outreach Team
- School health Advisor

The School acknowledges the support of the LA Support Services. Close co-operation is encouraged.

Termly Service Level Agreement meetings are held with the Educational Psychologist and Learning Support Service.

Referrals to other services are made as required.

The full range of services available through the Local Authority is published in the Local Offer.

<http://www.dudley.gov.uk/resident/localoffer/special-educational-needs-in-schools-and-educational-settings/>

STAFF DEVELOPMENT

In-Service Training and Continuing Professional Development (INSET/CPD)

Training needs are identified in line with the School Improvement Plan and individual needs. The SENCO keeps up to date with current trends by:

- attendance at the LA SENCO forums
- informal advice from external agencies
- attendance at course / seminars
- reading relevant literature
- access to the Internet.

Staff are encouraged to attend relevant courses based upon the specific needs of the children they teach and / or support. Whole school INSET may be provided to increase staff knowledge of SEN and further promote inclusive practice.

EVALUATION

Evaluating the success of the SEN Policy

The School monitors the effectiveness of the SEN Policy by a range of methods:

- Individual progress on IEPs– i.e. targets met
- Key Stage assessments
- Parent and child participation in reviews and target setting
- Evidence of differentiation in planning
- Feedback from parents
- OFSTED reports
- Recommendations from external agencies acted upon
- Academy Committee reports
- Observation of SEN pupils in class/group/individual lessons.

